

Inspection report for early years provision

Unique reference number	311784
Inspection date	10/03/2009
Inspector	Shirley Peart
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder has been established since 1985. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Low Fell area of Gateshead with her husband, adult son and daughter. Her daughter is also a registered childminder and they work in partnership as co-childminders. The ground floor of the home, the bathroom, toilet and a bedroom on the first floor are used for childminding. There is an enclosed rear yard for outside play.

The childminder is registered to take a maximum of six children. There is one child attending who is within the Early Years Foundation Stage (EYFS) age group, she is also responsible for two foster children within this age group. The childminder also offers care to three children aged over eight years. When working with her co-childminder they may care for a maximum of 12 children.

She is a member of the National Childminding Association. There are two pet cats on the premises.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit well from good quality care, learning opportunities and most welfare requirements of the EYFS are met. The childminder continually works hard to provide a good service by changing her practice where needed and addressing recommendations from the previous inspection, although she does not yet use any form of self-evaluation. She is an experienced childminder and works effectively with parents as they spend time talking about children's individual routines and development needs throughout the placements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider using self-evaluation to review and reflect on practice, so that ways to improve the quality of the care learning and development are identified.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment, review it regularly and maintain a record of the particular aspects of the environment that need to be checked (Suitable premises, environment and equipment).

07/04/2009

The leadership and management of the early years provision

The childminder has many years experience as a childminder and foster carer, therefore she is very confident in her approach to young children. She regularly attends further training and has recently completed a first aid qualification and a level 2 food hygiene certificate. She often attends training at the weekends demonstrating a commitment to ongoing self-development. The childminder has not carried out any self-evaluation or conducted any form of reflective practice, as this is a new area of work for her. However, she has made good improvements to recommendations from the last inspection and has developed and enhanced the playroom, so that children's safety, welfare and enjoyment is promoted further.

The childminder works in close partnership with her co-childminder and they share their documentation, for example policies, procedures and formats such as consent forms. She has a good understanding of safeguarding and child protection issues and all contact details are readily available. However, the childminder has not yet devised a written risk assessment, which is a requirement of the EYFS.

She works effectively with the parents as they exchange two-way information verbally and she gathers all facts about children's daily routines when they first start. She encourages settling in visits, which are tailored to meet the individual child's and parent's needs. The written policies and procedures are shared with parents so that they are aware of how the setting operates. Parents generally choose to use her service via recommendations or because they know about the provision rather than the childminder needing to advertise.

The quality and standards of the early years provision

The children play in a child friendly atmosphere, where their toys are safely stored and easily accessible. Good use is made of the home environment. For example, one room is used as a playroom, a sleep/quiet room is available and children eat main meals and carry out creative play at the table in the kitchen. Safety and hygiene practices are good so that children learn about staying safe and being healthy. For example, they regularly practice fire drills and children know how to raise emergency services should they need to, as the childminder has devised a child-friendly picture and word card with the information on and the children know where this is. They are helped to wipe their hands before eating and the nappy changing unit and individual storage of children's personal items ensures that the risks of cross-infection are minimised. Children's safety within the home and on outings is well promoted. For example, child safety equipment is used effectively, the home is secure, relevant car seats and buggies are used and children wear safety bands with the childminders contact number.

The childminder takes responsibility for preparing meals which are healthy and nutritious. Parents of babies supply the food and milk for them, which ensures that the childminder works with parents effectively and ongoing discussions are held as they grow and their routines change. Children also have good opportunities to play outdoors so that they get plenty of fresh air and exercise. For example, they go for

walks in the buggies and older children play pretend games in the back yard as they have set up the playhouse as a café.

The co-childminder tends to take responsibility for planning activities so that all children attending the setting can participate in a wide range of stimulating play opportunities such as imaginary play, art, craft and baking. As the childminding placement has only recently commenced the childminder is allowing children the time to settle, ensuring in the first instance that their individual needs are well met. She demonstrates an emerging knowledge of how to observe children and has quickly noticed what they are interested in. She understands how to use written observations and photographs of the children to track their progress against the areas of learning throughout the EYFS and works cooperatively with her co-childminder to share ideas and knowledge.

Babies sleep comfortably in their buggy and when they awake they receive lots of verbal and physical reassurance until they are ready to play and explore, which promotes their personal, social and emotional development very well. They are propped up safely on the floor so that they can see what's going on around them and have good opportunities and plenty of space to develop their physical skills, as they happily shuffle towards something that interests them. They enjoy social interaction as they smile and gurgle happily watching human faces and listening to voices and they contentedly explore the toys using their senses such as touch and taste. Overall, they are settled, very well cared for and happy in their surroundings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection, since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.